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Descriptors-*Faculty, *Instructional Staff, *Junior Colleges, Teacher Background, *Teacher Characteristics, Teacher Experience, Teacher Qualifications

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This first phase of a 5-year study of staffing trends in California junior colleges surveys 78 public junior colleges and examines 1310 new, full-time faculty members hired in fall 1967. The data will be compared with those collected during the following four years. Experience categories were (1) none, (2) secondary teaching, (3) elementary teaching, (4) 4-year institution, (5) junior college, (6) secondary practice teaching, (7) elementary practice teaching, (8) junior college practice teaching, (9) research assistant, (10) teaching assistant, (11) industrial or commercial experience. Degrees were noted by (1) less than M.A., (2) M.A. awarded in 1966-67, (3) M.A. awarded before then, (4) doctorate. New teachers were further identified by subject area--art, agriculture, commerce, criminology, drama, English, engineering, homemaking, journalism, language, library, mathematics, music, nursing, philosophy, physical education, psychology, science, social science, or vocational and technical. It was also noted if they were graduates of California University or other institutions. Charts show the findings for years 1967-68 and 1968-69. The study is expected to answer: (1) Is an M.A. sufficient? If so, when and where obtained? (2) Are pedagogical courses necessary? How many and what kind? (3) Is supervised teaching, practice teaching, or teaching assistance helpful? (4) Should the University of California develop special teacher training programs for the junior college? (HH)

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A Profile of New Faculty in California Community Colleges

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JC 690 004



The Search for Standards

In recent years there has developed a growing interest in the criteria used in the selection of new faculty for California junior colleges. The sole requirement for an academic credential is the possession of a Master of Arts degree "...in a subject field commonly taught in the public junior colleges." Beyond this, there is disagreement over the amount of formal preparation or experience necessary to assure reasonable success in a new teaching assignment. Tenured faculty have joined administrators and department heads in seeking standards by which to measure prospective faculty members.

In California there is no teacher shortage at the community college level except in a few technical or specialized fields. There is, in fact, an oversupply of well qualified and experienced instructors in English, foreign languages, social science, and art. The resulting competition for teaching positions heightens the need for more precise standards of selection.

The California Junior College Association is attempting to establish guidelines that would answer such questions as:

1. Is a master's degree sufficient academic training? Should the kind of master's degree, when and where obtained, be factors for consideration in the selection process?
2. Should pedagogical courses be required as prerequisite for employment? If so, how many and what kind? Should they, instead, be made optional? Should these courses be part of in-service training?
3. Is some form of supervised teaching, practice teaching, or teaching assistant experience sufficiently predictive of success to warrant its being made a requirement for community college instructors?
4. Should the University of California and the State Colleges of California develop teacher training programs that are more nearly oriented to the needs of the junior colleges?

The Study

As a contribution to the search for standards, Tom S. Phair, Junior College Placement Adviser, in association with the Junior College Leadership Program of the University of California, Berkeley, has begun a five-year study of staffing trends in California community colleges.

The study was undertaken at the suggestion of the Professional Preparation Committee of the California Junior College Association, which will appraise the results as part of its continuing analysis of faculty characteristics.

In the first phase of its study, the investigator surveyed all 78 public junior colleges in California in order to draw a profile of the 1310 new full-time faculty members who were hired in September, 1967. Data obtained from this first survey will be compared with the results of other studies to be conducted during the next four years.

In order to characterize the academic background and teaching experience of new faculty members, the Deans of Instruction at California junior colleges were asked to report the experience and degree status of new instructors.

Experience was recorded in one of the following categories: (1) no prior teaching experience; (2) experience as a secondary teacher; (3) experience as an elementary teacher; (4) experience in a four-year institution; (5) experience in a junior college; (6) secondary practice teaching only; (7) elementary practice teaching only; (8) junior college practice teaching; (9) research assistant; (10) teaching assistant; (11) industrial or commercial experience.

Degree status was broken down as follows: (1) less than M.A. degree; (2) M.A. awarded in 1966-67; (3) M.A. received prior to 1966-67; (4) doctorate.

New faculty members were also identified in terms of the subjects they teach: art, agriculture, commercial, criminology, drama, engineering, English, homemaking, journalism, languages, library, mathematics, music, nursing, philosophy, physical education, psychology, science, social science, and vocational-technical.

Finally, a distinction was made between graduates of the University of California and graduates of other institutions.

Experience

Of the new faculty members, 470, or nearly 36 per cent, were experienced secondary teachers. Among these were 65 men's physical education instructors, 56 English instructors, 45 science instructors, 44 commercial instructors, and 42 in counseling.

The next largest group of new faculty members was the experienced junior college instructors. There were 249 of these, or 19 per cent of the total. Social science

departments contracted for 37 of these new instructors, 29 taught English, 21 each went to nursing and vocational-technical, and 20 to science.

Another sizeable group of 198, about 15 per cent of the total, had taught at four-year colleges or universities. Thirty-four of these were teachers of English, 23 taught social science, and 21 taught science.

There were 144 new faculty members who had come to teaching from jobs in industry or commerce. Nearly half of these were instructors in vocational-technical courses.

The survey revealed that 115 new faculty members (almost 9 per cent of the total) had no teaching experience. Members of this group were rather evenly distributed among the teaching subject areas with the greatest number (15) in nursing education.

In the remaining categories of experience, there were 53 former teaching assistants; 43 with junior college practice teaching experience; 25 experienced elementary school teachers; 7 with experience as research assistants; and 6 with experience in secondary practice teaching.

Degrees

The degree status of new faculty members ranged from 41 with doctorates (3 per cent), and 991 with master's degrees (76 per cent), to 278 with less than an M.A. (21 per cent). Of those with a master's degree, 709 had received their degrees prior to 1966-67, while 282 held newly acquired degrees.

Among those with doctorates, 12 taught social science and 7 taught science. The holders of master's degrees awarded prior to 1966-67 were concentrated in English (96), social science (78), science (68), and commercial (57). The same distribution held for those with new master's degrees: English (49), science (35), social science (29), and commercial (20). In addition, there were 23 instructors in nursing among the new degree holders.

More than 35 per cent of those with less than a master's degree taught in the vocational-technical field. Others in this category were in nursing (28), men's physical education (21), and commercial (19).

At least 287, or 28 per cent, of the new faculty members received a degree from the University of California. (This figure is lower than actuality because some colleges reported only those whose degrees came from the Berkeley campus of the University.)

Conclusions

Among the conclusions that may be derived from the placement study are the following:

Experienced elementary and secondary school teachers together constitute 41 per cent of the total new faculty hired. Deans of Instruction report that elementary and secondary teaching experience enables new instructors to cope with the teaching load, administrative duties, classroom discipline, and the extracurricular responsibilities of the community college faculty.

The greatest demand for new faculty members is in the fields of English, vocational-technical, social science, men's physical education, nursing, and art.

The strong showing of English as a teaching field may be due to the upsurge of interest in remedial or developmental English instruction.

With newly acquired M.A.'s, experience and training that included pedagogical courses and supervised teaching experience provided an edge over those with no prior experience.

Although only 3 per cent of the new instructors held doctorates, it is known that about 11 per cent of the total faculty and administration of California community colleges have a doctorate. The discrepancy points up the fact that many instructors earn doctorates after they begin junior college teaching.

For Additional Information

A one-page chart of the results of this study of new community college faculty members may be obtained by writing to the author: Tom S. Phair, Junior College Placement Adviser, Office of Educational Placement, University of California, 2120 Oxford Street, Berkeley, California, 94720.

The University's Field Service Center is prepared to conduct studies of the qualifications, selection process, in-service training, and retention of community college faculties in California.

SECOND YEAR RESULTS

New Full-Time Faculty Members in the 85 Public Junior College of California

1968-1969 Academic Year

SUBJECT				STATUS OF DEGREES				EXPERIENCE STATUS								
	Total Hired In Subject Area	Recruited From Calif.	Recruited Outside of Calif.	Less than M.A. Degree	M.A. Received In 1967-1968	M.A. Received Prior to 1967-1968	Doctorate	No Prior Teaching Experience	Experienced Secondary Teacher	Experienced Elementary Teacher	Experienced Four-Year Institution	Experienced in Junior College	Junior College Practice Teaching or Intern Research Assistant	Teaching Assistant	Non-Teaching Experience (Commerical Etc.)	
Art	67	59	8	7	23	37		6	19	1	17	11	1		5	7
Agric.	20	20		4	2	14		1	12		2	2			1	2
Bus. Adm.	60	49	11	5	12	38	5	6	18		8	16	2			10
Sec. Sci.	54	46	8	13	10	30	1	1	20		13	13			1	6
Data Proc.	24	23	1	5	6	13		2	6			8				8
Crime.	16	16		13		3		3	3		3	2				5
Drama	22	17	5	2	6	13	1	1	5		6	5			2	3
Engin.	24	20	4	15	1	8		3	2		3	4			2	10
Eng.-Gen.	130	109	21	7	34	83	6	2	39	6	29	37	6		9	2
Comp. & Lit.	32	25	7	1	11	20		4	12	1	8	5			2	
Remedial	37	33	4	3	5	27	2		17	2	5	12	1			
Speech	33	31	2	1	14	17	1	4	10		6	7	1		5	
Homemkg.	34	27	7	5	1	26	2	16	3	2	8	1	2		2	
Journ.	15	13	2	1	2	12		1	6		2	2	1	1		2
Langs.	32	29	3	4	6	22			17	2	11	2				
Library	43	40	3	2	11	30		2	16	2	8	8				7
Math	52	45	7	5	10	36	1	3	25	1	11	6	2	1	2	1
Music	41	31	10	3	7	28	3	3	17	1	12	5			1	2
Nursing	90	75	15	40	16	34		5	13	1	9	18	3			41
Phil.	11	10	1		3	7	1	1	3		3	4				
P.E. Men	105	93	12	30	21	54		7	64	5	13	10	1	2	2	1
P.E. Women	36	33	3	12	6	18			24	4	4	2			1	1
Psy.	58	46	12		20	33	5		12		25	8	5	3	5	
Sci. Life	76	70	6	2	22	44	8	2	32	3	12	6	5		11	5
Earth Sci.	26	20	6		5	19	2	4	7		7	5			1	2
Chem.	29	27	2		6	15	8	4	1	1	9	5		2	4	3
Phys.	17	13	4	1	9	6	1	2	5	1	1	5			1	2
Soc.Sci:Econ.	14	14		1	6	7		1	3		2	6				2
Soc.&Anthro.	32	26	6	1	13	17	1	5	6	1	8	8	1		1	2
Geo.	3	3			2	1			1		2					
Hist.	59	52	7		21	33	5	5	18		20	9	5			2
Pol. Sci.	18	15	3	1	2	13	2	2	7		1	4	3			1
Voc.Tech-																
Photo	4	4		1	1	2		1	2			1				
Dental Tech.	9	7	2	6		1	2		1		1	3			1	3

New Full-Time Faculty Members in the 70 Public Junior Colleges of California

19 7-10 Academic Year

SUBJECT		STATUS OF DEGREES				EXPERIENCE STATUS										
		Less than BA degree	BA awarded in 19 7/19 8	BA received prior to 19 7/19 8	Doctorate	No prior tchg. experience	Experienced Sec. tchr.	Experienced Elem. tchr.	Experienced in 4 yr. Inst.	Experienced in JC	Sec. pract. tchg.	Elem. pract. tchg.	JC pract. tchg.	Research Asst.	Teaching Asst.	Industrial or comm. experience
Art	53	1	16	36	-	1	12	2	14	12	1	-	2	-	6	-
Agric.	12	-	1	11	-	1	9	-	1	1	-	-	-	-	-	-
Comm.	98	19	20	57	2	9	41	1	10	17	-	-	3	-	1	13
Crim.	8	5	2	3	-	3	-	-	-	1	-	-	-	-	-	2
Drama	16	3	3	10	-	1	1	-	3	5	-	-	-	-	2	1
Engin.	18	9	3	5	1	4	2	-	4	-	-	-	-	-	-	3
English	157	10	49	96	2	12	56	2	34	29	-	-	9	-	14	1
Homemk.	16	6	3	6	1	1	10	1	1	2	-	-	-	-	-	1
Journ.	16	3	5	8	-	2	4	2	2	1	-	-	1	-	2	2
Lang.	10	5	15	18	2	3	13	2	7	7	1	-	2	1	4	-
Library	13	5	8	29	1	6	19	1	6	7	-	-	1	-	1	2
Math.	16	7	8	31	-	3	22	-	5	13	-	-	1	-	-	2
Music	41	4	2	32	3	1	14	2	13	5	-	-	-	-	2	1
Nursing	77	28	23	26	-	15	5	-	10	21	1	-	6	-	-	19
Phil.	14	1	3	9	2	-	-	-	7	3	-	-	3	-	1	1
PE Men	76	21	9	46	-	1	61	1	7	5	-	-	-	-	-	1
PE Women	32	12	4	16	-	2	25	-	1	3	1	-	-	-	-	-
Psych.	49	1	11	34	3	6	14	2	7	10	-	-	-	2	4	4
Science	115	5	35	68	7	6	45	1	21	20	-	-	3	2	11	6
Soc. Sci.	125	6	29	78	12	10	33	2	23	37	-	-	9	1	4	6
Voc. Tech.	128	99	6	23	-	10	20	3	7	21	1	-	-	-	-	66
Counsel.	65	5	17	41	2	3	42	1	7	8	-	-	2	-	1	1
Other	64	23	10	28	3	9	16	2	8	19	1	-	1	1	-	7
TOTALS	1310	278	282	709	41	115	470	25	198	249	6	0	43	7	53	144

Office of Educational Placement
University of California,
Berkeley
compiled by Tom S. Phair

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Machine Shop	4	4		2	1	1			1			2				1
Aero.	13	13		13				4				5				4
Elec.	14	14		9	1	4			2		2	4				6
Fire Service	1	1			1				1							
X-Ray Tech.	4	3	1	3		1					1	1				2
Auto Tech.	23	22	1	21		2		4	7	1	2	3	2			4
Other	47	43	4	38	3	6		6	8	1		12	3			17
Counsel	109	103	6	5	17	83	4	4	67	2	11	15	3			7
Other	40	33	7	10	7	18	5		11	1	8	11			1	8
TOTALS	1578	1377	201	292	344	876	66	115	543	39	293	293	47	9	60	179
%		87	13	18	22	56	4	7	34	2	19	19	3	1	4	11

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